

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **William Woods University**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	William Woods University						
Institution Code	6944						
State	Missouri						
Number of Program Completers Submitted	15						
Number of Program Completers found, matched, and used in passing rate Calculations¹	15						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Principles Learning & Teaching 5-9	523	1			135	133	99%

Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	5			1614	1547	96%
Early Childhood Education	020	3			256	256	100%
Eng Lang Lit Comp Content Knowledge	041	2			172	168	98%
Mathematics: Content Knowledge	061	3			126	123	98%
Other Content Areas							
Teaching Special Populations							
Special Education	350	1			207	207	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name		William Woods University				
Institution Code		6944				
State		Missouri				
Number of Program Completers Submitted		15				
Number of Program Completers found, matched, and used in passing rate Calculations ¹		15				
				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	13	11	85%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	1			319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	15	13	84%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 66

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 21

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 5

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 4.2:1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 420 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions- oriented university committed to the self-liberation and recurrent education of students in the world community

2. Educational Philosophy

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications

should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

3. Conceptual Frameworks

William Woods University Education Division emphasizes the training of reflective practitioners to deal with the “whole” student. Through coursework in which students are active learners, through learning experiences in educational settings, and through reflection upon those experiences, we believe that pre-service and graduate education students improve their own academic performance as well as that of their students. The Education Division anchors its beliefs in current research and theory.

Since research drives theory, which in turn drives philosophy and practice, our curriculum emphasizes theoretical and philosophical backgrounds to various instructional and administrative approaches. In light of all the recent brain research in cognitive psychology, educational psychology, and in teaching/learning processes that shows how learning affects the physiology of the brain as well as the psychological, emotional and social aspects, our coursework reflects both why one uses various approaches along with when and how to use them. We provide opportunities for students to practice what they have learned, assess their performance and have them reflect on that practice in order to develop their own philosophies and approaches as educators of individuals.

In teaching the “whole” student, our curriculum must include a review of new research in multiple intelligences, emotional intelligence, health, fitness, and nutrition and their roles in the learning process in addition to content. Our belief is that with knowledge of subject matter and pedagogy, the ability to select curricula appropriate to diverse groups, and the ability to assess student performance as well as one’s own, we can empower pre-service, novice and master educators with the skills to be successful as curricular decision makers and leaders in education.

Our curriculum recognizes that teaching is an ethical act. Faculty members model ethical decision-making in their relationships with students and demonstrate respect, efficacy, and reflection. Our curriculum provides transference from education students having ethical knowledge to internalization of that knowledge to serve as a basis for decision-making regarding teaching dilemmas.

We place great emphasis on the importance of individuals as life-long learners, and we stress the importance of communities, the responsibilities that individuals have in communities, and the role of both of these in a democratic society. Underlying our program is the belief that all students, birth through grade 12, should have equal access to a quality education and effective teachers and administrators who expect all students to be successful.

The concepts above form the philosophical basis for the education program and constitute the frameworks for our education program’s mission, purpose, goals, objectives and functions that drive our curriculum. These also tie into our institutional mission statement and to our common studies program.

The mission of the William Woods University’s Division of Education is to prepare undergraduate students in the education program for a career in a specific field of certification. In the graduate program the mission is to enhance the knowledge and practices of educators already in the field and to prepare students for a career in educational administration.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State Schools: 2